DOCUMENT RESUME

ED 138 584 SP 011 012

AUTHOR Duncan, Roberto A.
TITLE Teacher Perceived Problems of General Music in Inner City Junior High Schools With Implications for Teacher Education.
PUB DATE 20 Mar 77
NOTE 54p.; Research Report presented to the North Central and Southwestern Division Conference, Music Educators National Conference (Kansas City, Missouri, March 20, 1977)

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Disadvantaged Youth; Educational Alternatives; Educational Diagnosis; *Educational Problems; Inner City; Junior High School Students; *Music Education; Questionnaires; *Reading Difficulty; Teacher Education; *Teacher Response; Teaching Methods
IDENTIFIERS California (Los Angeles County)

ABSTRACT

This document reports a survey of junior high school general music (nonperformance) teachers in Los Angeles County, conducted to obtain data for teacher education curriculum planning in light of teacher-perceived instructional problems involving disadvantaged learners. The study was conducted to (1) identify teacher-perceived problems of general music education in inner-city junior high schools; (2) to determine the severity of the problems; (3) to make recommendations for inservice and preservice education of teachers for coping with these problems. Data was elicited through a questionnaire grouping problem items into five areas: curriculum planning, teaching techniques, materials identification and procurement, motivation, and administration. All (with the exception of administration) were considered serious problems by respondents. General recommendations suggest (1) the development of ungraded and varying-level music textbooks, and (2) a focus on approaches involving opportunities to create, perform, and listen to music, while requiring little or no reading ability. Specific recommendations for teacher education are that teachers should be prepared to (1) determine learning styles, musical achievement, and abilities of disadvantaged students; (2) to use principles of learning related to the pacing of instruction and to provide positive reinforcement; (3) to use various instructional modes, especially alternatives to the reading mode of instruction; (4) to develop in-depth cultural, sociological, and psychological understanding of disadvantaged students. An extensive bibliography of published works, periodicals, and unpublished materials is appended. (MB)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED138584

Teacher Perceived Problems of General Music in Inner City Junior High Schools With Implications for Teacher Education

A Research Report
Presented to the
North Central and Southwestern
Division Conference of the
Music Educators National Conference
on
March 20, 1977
by

Roberto A. Duncan
Assistant Professor of Music Education
University of Northern Iowa
Cedar Falls, Iowa

March 20, 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP 011 012

CONTENTS

	Page
List of Tables	ii
Introduction	1
Review of Related Literature	4
Research Method and Procedure	21
Results	25
Discussion of Findings	34
Summary, Conclusions, and Recommendations	38
Bibliography	42
Appendixes	47

LIST OF TABLES

Table		Page
1.	Frequency of Response to Problems of Curriculum Planning	25
2.	Frequency of Response to Severity of Problems of Curriculum Planning	26
3.	Frequency of Response to Problems of Locating Materials	27
4.	Frequency of Response to Severity of Problems in Locating Materials	29
5.	Frequency of Response to Problems in Teaching Techniques	30
6.	Frequency of Response to Severity of Problems of Teaching Techniques	31
7.	Frequency of Response to Problems with School Administration	32
8.	Frequency of Response to Severity of Problems with School Administration	32
9.	Frequency of Response to Problems in Motivating and Developing Student Interests	33
10.	Frequency of Response to Severity of Problems in Motivating and Developing Student Interests	33

INTRODUCTION

There has been an expanded and growing activity in the development of teacher training programs and experiences for teachers of disadvantaged youth in urban America during the past decade. During the sixties most of the existing programs for teachers of disadvantaged youth were limited to fragmented efforts to disseminate information concerning the life styles and growth patterns of children in depressed areas. (Kvarceus, 1971) The programs of the seventies have revealed a shift of the content and laboratory experiences of the programs. The emphasis within most programs during the past five years has been directed toward altering teacher attitudes through sensitivity training and providing students with field experiences prior to student teaching. At the same time there was a shift in the focus of teacher training from the university to the local schools. (Miller and Woock, 1973) The absence of any well-documented objective and comprehensive evaluation of these programs leave their value still to be proven.

Teacher training institutions seemingly have not allowed the special teacher training programs such as the Teacher Corps, NDEA Institutes, and the Cooperative Program in Urban Teacher Education to influence the regular teacher education programs. Cruickshank and Leonard (1969) have explained that the teacher training institutions' reluctance to modify the regular training programs and to incorporate concerns for teaching disadvantaged youth was due in part to the lack of a valid data base upon which to design, implement, and evaluate teacher training programs for urban teachers.

Teacher training programs and experiences for prospective teachers usually reflect a concept of teaching as conceived by a relatively small

number of curriculum developers. (Smith & Meux, 1962; S.L. Clark, 1969) Programs specifically designed for the preparation of new and practicing teachers of disadvantaged students apparently do not differ in this respect from the regular programs. At present, there is extant a rich research literature on the characteristics of the disadvantaged learner within his social and psychological environment. Yet, very few studies have been done at the public classroom level to identify and to document the specific and real problems that teachers of the disadvantaged face on a daily basis. (Cruickshank and Leonard)

George Denemark, for the Commission on Teacher Education of the Association for Supervision and Curriculum Development (1964) concur with Cyphert and Spaights (1964) that research into the actual problems of teachers in their natural setting could be a prime source capable of generating practical information for the training of teachers. The knowledge, skills and attitudes that teacher education programs seek to develop will be valid only if they contribute to teacher effectiveness in terms of pupil achievement. Miller and Woock (1973), and Smith and Meux, agree that for knowledge to be valid for teacher education programs, it must be useful. Educational researchers are faced with the problem of identifying suitable targets which can offer information of a practical nature for the preparation of teachers. Rosenshine and Furst (1971) have proposed that information derived from expert opinion, interpretation of results of descriptive studies, laboratory studies, subject matter research, experimental studies, and process-product research can all serve as a data base for subject content of a practical nature.

Studies of the specific and real problems of teachers can provide data supportive of new curricula and curriculum materials for use in preparing teachers to work with disadvantaged youth within inner city schools. Knowledge

of the problems common to all teachers and the problems which are peculiar to a given subject area could furnish a large part of a data base for the design of teacher education programs.

The purposes of the study were to collect information which could form part of the above mentioned data base. A premise of the study was that the information gathered could assist curriculum developers in determining content and priorities for in-service and pre-service education programs for teachers of General Music in inner city junior high schools. Specifically, the purposes of the study were threefold:

1. To identify teacher-perceived problems of teaching General Music[1] in inner city junior high schools;[2]

2. To determine the severity of the problems of teaching General Music in inner city junior high schools; and

3. To make recommendations for in-service and pre-service education of teachers of General Music in inner city junior high schools.

Music teacher education programs currently include courses, seminars, and off-campus experiences which are supposed to assist prospective and active teachers of General Music in inner city schools to improve teacher effectiveness. Several authors have recommended changes in the training of prospective teachers for inner city music programs. (Andrews, 1967; Klotman, 1968; Lee, 1970) The recommendations made were based on the subjective judgment of the writers, although in Lee's descriptive study they represent a consensus. In conjunction with the subjective judgments and recommendations, data is needed

---

[1]Non performance course intended to develop musical understanding.

[2]Schools located in urban areas which have a high percentage of students from low socioeconomic backgrounds and also score below state and local norms on reading and mathematics test, and which were eligible to receive assistance under Title I of the ESEA during 1974.

which will reflect teaching problems and concerns of music teachers in the real world. This data can form a nucleus upon which to select valid content for the training of music teachers for inner city schools.

Delimitations

The study was confined to junior high schools in Los Angeles County which were eligible for funds under Title I of the ESEA during 1974. The selected schools offered a course in General Music to grades seven and/or eight.

Limitations

The questionnaires for the study were distributed to the teachers of the Los Angeles Unified School District by the principals of the participating Title I junior high schools. This method of distribution hindered efforts to collect unreturned questionnaires because the writer was unable to identify the non-respondents.

Review of Related Literature

An initial review of the literature revealed many articles and books written about the characteristics of disadvantaged students. Little of this seems to have been done at the classroom level. There was a lack of data which identified and confirmed specific problems of inner city teachers and, in particular, of General Music teachers! Studies by Cruickshank and Leonard related to identifying teacher problems in inner city schools and by Christensen on problems of junior high school music were the only pertinent ones to be uncovered after extensive library searches (DATRIX, ERIC-CIJE, and ERIC-ED). Consequently, the author decided to conduct an exploratory study to identify problems of General Music in inner city junior high schools and to subsequently

conduct a review of the literature on selected problems. The information from this review indicated current thoughts and practices which contributed to the conclusions and recommendations of the study.

The first part of the review is limited to teacher perceived problems of inner city schools, and specifically junior high school music problems. The second part reviews the literature on the preparation of music teachers for inner city schools, and also the literature related to the music education of the disadvantaged student. The last part of the review is limited to teaching strategies and learning characteristics of disadvantaged youth. The studies in this part were selected because of their relevance to the serious and significant problems of General Music teachers in inner city junior high schools.

Teacher Perceived Problems of Inner-City Schools

Cruickshank and Leonard conducted a study for the NDEA National Institute to determine the type and extent of problems perceived by teachers as they teach in inner city schools. Superintendents of schools in the seventeen cities in the United States with the largest pupil enrollment were requested to identify an elementary school within which many disadvantaged children were enrolled and further to ask the principal of the selected school to randomly select two teachers of each grade level to participate in the study. A preliminary instrument, "My Biggest Problem Today Inventory," was developed from approximately 1400 items reported by the sample of teachers as critical incidents in the areas of planning; teaching or methodology; student behavior; personal, teacher or administrator relationship; and evaluation. A jury analysis and synthesis of the critical incidents reduced the information into the 184 problem statements of the "Teacher Problem Inventory." The entire faculties of the fourteen participating schools (287 teachers) responded to

the "Teacher Problem Inventory." The Teacher Problem Inventory requested respondents to consider each problem statement in terms of its frequency of occurrence and its severity. A chi-square analysis of the data revealed those problems which were significant at the .01 level of confidence. Forty-five problems were determined to be both significant and severe by more than one-third of the respondents. They were further reduced to thirty-seven because of the combination of some items. These items were then placed in the following nine general classifications:

1. Problems which seem to involve disruptive or disturbing student behavior
2. Problems which seem to arise out of student home conditions
3. Problems of parent-school relationships
4. Problems of working with the exceptional child
5. Problems of providing for individual differences
6. Problems of child-to-child relationships
7. Problems of building skills in independent work
8. Problems of school conditions
9. Problems of the child's self and self-concept.

A list of the forty-five problems so categorized appears as Appendix A.

Junior High School Music Problems

In an effort which predated Cruickshank and Leonard by a dozen years, Christensen (1953) attempted to document the problems peculiar to music in junior high schools. Christensen developed a questionnaire to determine junior high school music teachers' and college music educators' views of the categories of problems in junior high school music. The study also attempted to determine the degree of difference of perception of the problems between a nationwide sample of college music educators and junior high school music teachers in

California. Analysis of the data revealed the categories of problems peculiar to junior high school music teaching to be administrative, curriculum planning, problems concerning techniques of teaching, problems concerning motivation and the development of interests, classroom management problems, and interpersonal relationships. The author concluded that both college music educators and junior high school music teachers agreed with the identification of music teaching problems when they were classified according to major categories and subdivisions. However, the two groups differed greatly in their concepts of the most pressing specific problems within the broader classifications.

Preparation of Music Teachers for Inner-City Schools

Lee (1970) conducted a study to determine if there is a need for specialized teacher training for prospective instrumental music teachers who will be teaching in the public schools of the inner city, and further, if such a need exists, how should teacher education programs for such teachers be modified to include the attitudes, skills, and understandings necessary to be successful. A questionnaire was mailed to 203 instrumental music teachers in Cleveland, Detroit, and Chicago. A return of sixty-eight percent of the questionnaires was obtained. The respondents felt that changes in the music and music education curricula are necessary if such curricula are to be effective for the training of prospective inner city instrumental music teachers. The respondents rejected a curriculum organization that provided an option for specialization in either urban or non-urban education. Rather, they thought that colleges and universities should fulfill their obligation to train teachers for the urban environment by integrating music of ethnic-minority groups, and methods of teaching such music into present programs.

In a similar and parallel effort, The Music Educators Journal (1970) in a

special report on music in urban education made recommendations for teacher education programs for prospective teachers of urban schools. The recommendations were based upon the remarks and suggestions of the administrators, teachers, and students interviewed for the report. The recommendations are:

1. Teacher education courses that are preparing music teachers for positions in the cities should be directed by competent personnel who have first-hand knowledge of the situation and who maintain close articulation with music education programs in city schools.

2. Prospective music teachers should be provided with a thorough and realistic on-the-spot picture of urban teaching conditions, so that there is no danger of cultural shock when the teacher assumes his first teaching position.

3. Prospective music teachers who plan to teach in the city should be equippped with the most up-to-date information understandings, materials, and techniques for teaching inner city students successfully.

4. General Music and general musicianship should be given special attention on the college level if they are to be taught effectively in the public schools, particularly in the city.

5. Prospective music teachers should develop skill in communication and the ability to relate to others--students, parents, community, administrators, and fellow teachers.

6. Knowledge of the widest possible variety of musics--ethnic, rock, soul, jazz, electronic, aleatoric, serial, as well as the historical literature--is essential if music teachers are to meet the demands of urban education.

7. Music teachers who aspire to teach in the city should be required to develop in-depth cultural, sociological, and psychological understanding of the students they will be teaching.
(p. 105)

Andrews (1969) and Klotman (1968) concur with recommendations two, six, and seven above. Klotman suggested also including preparing teachers to use music as a therapeutic device for inner city children.

Music Education of the Disadvantaged Student

Young (1974) investigated the effect of a structured program of musical training upon the musical abilities of pre-school children from disadvantaged backgrounds. The experiment was conducted with children who were classified as advantaged from two tuition kindergarten schools and with children who were classified as disadvantaged from two Headstart schools. Each group was given a nine-week period of training utilizing a program designed by the project staff and implemented by three university elementary education majors and a university music education professor. The Hill Primary Music Ability Test was utilized as the criterion measure of children's initial and final musical ability. An individual Stanford-Binet Intelligence Test was also administered to all of the students participating in the project. The tentative conclusions of the author were:

1. The musical ability of the typical disadvantaged child is initially inferior to that of the typical advantaged child... A structured remedial program,....., is effective for improving this ability level....in overall musical ability as tested, there was no difference between the disadvantaged children who had not received the instructional program.

2. Chronological age, mental age, and intelligence seem to be related only incidentally to musical achievement and even less to amount of improvement. The only one of these factors to show a positive relationship to the final musical ability of both disadvantaged groups was mental age.

3. The comparative results of a structured program taught by experienced and inexperienced teachers revealed little difference between the two.

4. Regular attendance to music class seems to be an important factor in the amount of learning displayed by children from disadvantaged environments.
(p. 168)

Hill (1968) utilized children from culturally disadvantaged and culturally advantaged home environments with a wider age range than Young while attempting

to compare the musical achievement of children in kindergarten, grades one, four, five and six. The purposes of Hill's study were to measure the performance levels of the students by available musical achievement tests; to compare the performance levels by environmental grouping; by grade, and by sex; to determine the extent of environmental group differences in musical achievement; and to determine the relative position on the criterion measures of these dichotomized environmental groupings across grade levels. The sample was comprised of 750 non-selected students. Students in grades K to one were administered the Primary Music Skills Test which had previously been developed by the researcher. Students in grades four to six completed the Gordon Musical Achievement Profile. Hill then concluded that conditions of cultural deprivation are related to musical achievement in much the same way as they are to other areas of school achievement, and that disadvantaged students did not perform as well as advantaged students on tests of musical achievement--even when scholastic ability was held constant.

Gordon (1972) reported the results of the third year of a five-year longitudinal study. The study was designed to determine whether, given similar educational opportunities, students who attend culturally disadvantaged schools will achieve in music at a level comparable to that of students who have corresponding musical aptitudes but attend culturally heterogenous schools. All fifth and sixth graders in four culturally disadvantaged schools and three culturally advantaged schools were administered the Gordon Musical Aptitude Profile in 1968. Every student who volunteered to take instrumental music lessons and to participate in band activities for five years was loaned an instrument. Four instrumental music teachers instructed the students during each year of the study. The musical content was the same for all students. Each student was allowed to progress as rapidly as he desired or as his ability

allowed. The students' musical achievement was evaluated by ratings on their tape-recorded instrumental étude performances and of their scores on the Iowa Tests of Musical Literacy, level three. Levels one and two of the Iowa Tests of Musical Literacy were administered to the students at the end of the first and second years of the study, respectively.

At the completion of the first year of the study, Gordon reported that regardless of aptitude level, students in culturally heterogeneous schools were able to perform significantly better on their instrument than those in culturally disadvantaged schools. At the conclusion of two years of the study, no significant differences were found between their performances; by the end of three years of instrumental instruction, the observed mean differences favored the combined étude performance of the high-aptitude students from culturally disadvantaged schools. The means of the Iowa Test of Musical Literacy, however, continued to significantly favor students in culturally heterogeneous schools.

The study of Michel and Farrel (1973) differs from the study of musical achievement of disadvantaged students reviewed above in that the writers sought to determine if musical achievement in the form of musical performance skills on the ukelele would affect the self-esteem of the students. A small sample of 14 boys in grades four to six was selected on the basis of their classification by school personnel as having learning and behavior problems and also having an accumulated school record of repeated failures in part, or all, of their school work. During the first phase of the study, the students were given 15 ukelele lessons. An observer, during the lessons, marked points for the student's good behavior and attempt to pay attention through the lessons. Candy was used as a positive reinforcer after the student had accumulated a pre-determined number of points. The number of points required for reinforcement was increased after the first few sessions. The students were advised

after the fourth session that they could earn their ukeleles through the point system that was being used to evaluate their behavior. The students and teachers agreed that a total of fifty points was necessary to earn the ukelele.

Phase two of the study followed phase one by a month. During this phase, the researchers worked on the premise that ukelele playing had influenced the students' behavior. The treatment designed for the students was to expand the students' attention span by using classroom-type music activities that required attention. Students' attentiveness was rewarded with paper tokens which were exchangeable for private instruction on the ukelele. Michel and Farrel concluded that skill development in music may be important in increasing self-esteem for disadvantaged problem students, and that a behavior such as on-tasks time commitment may be learned in classroom music sessions and may generalize to other classroom behavior.

Characteristics of the Disadvantaged Child

Millard Black (1971) summarized from Riessman (1962) characteristics of the disadvantaged child:

1. is relatively slow at cognitive tasks...
2. appears to learn most readily through a physical, concrete approach (often is slow, but may be persistent when the content is meaningful and valued;
3. often appears to be anti-intellectual, pragmatic rather than theoretical;
4. is traditional, superstitious, and somewhat religious in a traditional sense;
5. is from a male-centered culture, except for a major section of the Negro subculture;
6. is inflexible and not open to reason about many of his beliefs.....
7. feels alienated from the larger social structure, with resultant frustration;

8. holds others to blame for his misfortunes;

9. values masculinity and attendant action, viewing intellectual activities as unmasculine;

10. appreciates knowledge for its practical, vocational ends, but rarely values it for its own sake;

11. desires a better standard of living,....., but does not wish to adopt a middle-class way of life;

12. is deficient in auditory attention and interpretation skills;

13. reads ineffectively and is deficient in the communication skills generally,....
(p. 45)

Passow and Elliot (1967) have provided a summary of the characteristics of the disadvantaged which coincides, in many aspects, with Riessman's assessment:

1. language inadequacies, limited vocabulary and syntactical structure, inability to handle abstract symbols and complex language forms to interpret and communicate, difficulties in developing and maintaining thought sequences verbally, restricted verbal comprehension, unfamiliarity with formal speech patterns and greater reliance on non-verbal communication means;

2. problems of visual and auditory discrimination and spatial organization;

3. main expression mode motorial and concrete;

4. life orientation of immediate gratification;

5. low self-image;

6. too modest aspirations and motivation to achieve academic goals;

7. apathy and detachment from formal educational goals and processes;

8. limited role behavior skills and inappropriate adult models;

9. as a group--inability and unreadiness to cope with group demands and expectations of the school personnel and program;

10. cumulative academic retardation and progressively deteriorating achievement pattern;

11. high incidence of early school withdrawal;

12. acquired insights into ways of coping, a set of values and a life style which fit him to his particular culture.

Metfessel's (1964) research with disadvantaged youth validated conclusions from previous research findings. The conclusions were presented under four categories; included here are a selection of the thirty conclusions. Under Home and Family Structure: the receptive and expressive language abilities of the children are affected due to the poor language skills of the parents; language development is crippled because they do not perceive the concept that objects have names, and that the same object may have different names; have not had any or very little out-of-school experiences which are translatable to the school culture; frequently is from a home with such a paucity of objects that the conceptual formation development is adversely affected; comes from home in which the physical environment mitigates against the development of listening skills.

Under the headings of Personality and Social Characteristics Metfessel concluded that the ego-development of the disadvantaged child is weak, while possessing a negative self-concept.

The learning characteristics of the disadvantaged student are described as those in which he responds more to visual and kinesthetic signal than oral or written stimuli; needs to see concrete applications of what is learned related to immediate sensory and topical satisfactions; learns more readily by inductive than deductive approaches; perseveres longer in a task when involved in a single activity; has a poor attention span; has had little experience in receiving approval for success in a learning task.

Learning Styles

Riessman (1964) argues that the concept of learning style has not been understood or properly considered in the planning of strategies for teaching the disadvantaged child. The author asserts that disadvantaged learners have a characteristic way of learning that teachers should use as a basis for planning and teaching. Riessman acknowledged the need to diagnose students' weaknesses and strengths, to treat these through appropriate strategies of instruction, to identify the strategy of style of each learner in order to help him understand and utilize the style more fully.

Hyram (1971) disagrees with Riessman about the learning styles of the disadvantaged. He asserts that all human beings learn in basically the same way. Disadvantaged children do not learn in ways dissimilar to non-disadvantaged. Hyram asserts the difference between disadvantaged and non-disadvantaged learners is that the former group is influenced by learned skills and abilities, and attitudinal factors which are not operative as intervening variables in the latter group of learners.

Hyram is in accord with many of the characteristics of the disadvantaged listed above. He questions the soundness of the short attention span concepts supported by Metfessel, the slowness of performance in mental tasks proposed by Riessman, and the negative attitude toward intellectual tasks expounded by Passow and Elliot.

Reid (1969) designed a study to determine whether deprived minority students, taken as a group, would succeed in demonstrating a more significant increment to learning when exposed to teaching which stressed those experiences said to be more applicable to the needs of such students, i.e., concrete experiences, induction, and continuous active student involvement. The sample consisted of 150 seventh grade general music students attending selected junior

high schools in the San Francisco Bay area. The classes consisted of at least twenty percent black students who were assumed to be culturally deprived as opposed to other racial and ethnic groups which were assumed to be inheritors of the dominant culture. Two groups of teachers were selected. One group demonstrated high verbalization, abstract, deductive and contemplative styles of teaching. The second group manifested opposing concrete, inductive, and active styles. All teachers had the same materials and objectives for teaching music reading. The results tend to show that highly contrasted teaching styles do not produce significantly different results among students learning basic music skills.

Many of the described characteristics of the disadvantaged child would qualify him as learning disabled. Qualities such as visual and auditory perceptual problems, relatively slow at cognitive tasks, progressively deteriorating achievement pattern, language imparity, inability to handle abstract symbols, are among the characteristics of the learning disabled student. Welsbacher explains some characteristics of the learning disabled student:

> The conceptualization and abstraction skills of the developing learning disabled child break down in overall abstracting situations. This breakdown occurs inevitably when his perceptual lack is in the area most immediately required for a specific learning. Very often this meeting of perceptual loss and learning need occurs in the area of language and communication. He may sense the meaning of environmental sounds he hears, but his slowed-down abstractive abilities may not sense the meaning of spoken words, since they themselves are abstractions. If his perceptual deficiency is visual, he will not make sense of written symbols, words, or numbers. And without a solid perceptual base for language, he is at an immediate and increasing disadvantage in nearly all the academic learnings that lean heavily,....., on language, communication, and verbalizations skills.
> (p. 137)

Welsbacher asserts that if the student cannot grasp spatial or temporal concepts, he is at a loss in mathematics, science, and social studies. She

points to music as an area potently available to the disabled child because it offers infinite perceptual possibilities for awareness, selections and reorganization of sound-based stimuli. Its structure is non-verbal and non-specific. The author cautions that the learning disabled child will suffer the same frustrations as he does in language, mathematics, or social science classes. if he is to learn about music. Instead, the music class should focus on:

> learning what musical sound is and how to distinguish one sound from another, or from many others, that musical sounds differ in pitch, duration, intensity, and timbre, that these elements can be combined into patterns, repeated, and varied infinitely. (p. 138)

Teaching Strategies

In an analysis of NDEA Institutes, Kvarceus (1966) concluded that the directors of the NDEA Institutes were more certain of the cultural, sociological, psychological, and economic factors that surround the disadvantaged child and his family. This was the reason to explain why this area of knowledge, in part, was emphasized while ignoring the special materials and methods area. Kvarceus explained that this was understandable because "there is so little pedagogic certitude in any formulas for teaching poor and disadvantaged pupils." (p. 22) This situation motivated Kloph (1966) and the Project AWARE team to recommend that there be more experimentation and research in the development and testing of new strategies, techniques, and materials that have particular relevance to teaching the disadvantaged, and that there be more action research and evaluation with respect to experiential learnings by teachers of the disadvantaged under sensitive and creative supervision.

Goldberg attests to the existence of a rich research literature on the characteristics of the low class learner and his social and psychological environment. She also acknowledges the existence of a wide range of ideas for

methods and materials through which to bring teaching into relation with what we know about the learner. These ideas have not been all validated through research. Goldberg argues that, presently, the selection of methods and materials for disadvantaged can only be based on the establishment of a theoretical criteria based on sound learning and social-science theories, taking into account what is known about the learning patterns and the social and intellectual characteristics and needs of the disadvantaged child.

Goldberg made eight propositions, repo[illegible]ly based on psychological and educational evidence, which characterize successful approaches with disadvantaged pupils:

1. Each pupil's status in each learning area has to be ascertained. Teaching must begin where the pupil is,.....

2. Each pupil merits respect as a person, appreciation of his efforts and understanding of his problems.

3. All procedures need to be paced in accordance with the pupil's speed of learning.

4. The learning situation needs to have a high degree of structure and consistency....

5. The learning situation should provide a maximum of positive reinforcement and a minimum of negative reinforcement.

6. The classroom as well as after-school learning activities should provide as much one-to-one teacher-pupil learning contact as possible.

7. Materials should be related to the world of the learner but not limited to his immediate environment.
(pp. 395-396)

Taba and Elkins (1968) stress a continuous need for constant diagnosis of needs and deficiencies, of gaps and abilities. They propose that teaching strategies for the disadvantaged learner should provide for multiple learning objectives which include knowledge, thinking skills and attitudes. The authors also stress the need for a curriculum which does not emphasize the coverage of

content, but rather the understanding of basic ideas and concepts of the subject. The teaching situation for the culturally deprived learner should provide for heterogeneous learner abilities, skills, background, interests, needs, and motivations. In order that the intake and assimilation of information is alternated with the demands for synthesis of information and personal applications or expression of it. Taba and Elkins suggest that the activities of the class be rotated. Learners who are not skillful in reading should be given opportunities to obtain information through other media such as observing and interviewing.

Bergeson and Miller (1971) focused on the general characteristics of the learning activities for the disadvantaged. They suggest that learning activities enable the students to become actively involved in the pursuit of a concrete and tangible goal, relate to their experiences and culture, provide opportunities for success for all, involve student participation in planning to achieve a high level of motivation. These writers suggest that learning activities and classroom life are more meaningful when teachers and students know each other well.

Related Studies in Music

Meadows (1970) studied the relationship of social, racial and musical variables to musical preferences. A written questionnaire, taped music inventory, and the Duncan Socio-Economic Index were used to gather the data from schools in eleven cities of the United States. The author concluded that socio-economic status was influential in determining musical preferences. Lower socio-economic groups seem to prefer music that is primarily accessible through the mass media. Race was also found to be influential in determining musical preferences. White and black students apparently prefer music that is

performed primarily by members of their race. Culture, peer association, and racial pride were considered important variables in determining musical preferences by race. Students with a high musical experience background seemingly possessed a greater variety and wider range of musical preferences than those who have less musical experience.

Schneider (1969) reports that there is very little known about effective methods of presenting music literature or of teaching music appreciation to junior and senior high school students.

Medlin (1972) synthesized current research on the methodology of music teaching and arrived at some conclusions on teaching music appreciation. Medlin critically reviewed and synthesized 119 descriptive and experimental doctoral studies done between 1960 and 1970. The author's objective was to derive, from these studies any implication for current teaching practices and further research in music education. Medlin's summary on studies related to attitudes and appreciation included three conclusions pertinent to this study:

1. "On the basis of a single study by Nash it would be implausible to suggest (a) that junior high school students enjoy, in order of preference, selections from musical comedies, light opera, folk music, lively orchestral music, and operatic works, (b) that song texts and individuality of the music itself are decisive factors in the musical enjoyment of these students, or (c) that an increase in grade level eventuates in any positive or negative change in the appeal of any specific type of music." (p. 286)

2. "Repetition may be a factor in positively altering seventh graders' attitudes toward certain types of music." (p. 287)

3. There is no reason to suppose that structural, guided listening lessons including some factual discussion and non-technical analysis influence seventh graders' attitudes towards music or degree of musical enjoyment.

Research Method and Procedure

In order to collect the type and quantity of information needed for this study, a questionnaire was developed. This section describes the preparation and development of the instrument, the selection of the sample population, the method of questionnaire distribution, and the collection and analysis of data.

Preparation of the Preliminary Questionnaire

The questionnaire developed for the study was primarily based on items submitted by teachers of General Music in inner city junior high schools of San Diego, California; Compton, California; Chicago, Illinois; Los Angeles, California; La Puente, California; and El Monte, California. Interviews with music consultants for inner city schools of Los Angeles and Compton, and with General Music teachers in inner city junior high schools were the second most important source of the items of the questionnaire. A review of the literature provided assistance in determining the categories of the instrument.

The preliminary questionnaire was divided into the following categories suggested by Christensen (1953): curriculum planning, development of student interest and motivation, teaching techniques, administration, classroom management and interpersonal relationships. Respondents to the preliminary form found in Appendix B were requested to write, in a prescribed manner (how to do something), at least one problem of General Music under each of the listed categories. Participants in the interview completed this preliminary form. They also selected from a list of problems in General Music that had been developed by Christensen, those that were pertinent to inner city junior high schools.

A revised questionnaire was prepared. This second draft included both a reordering and relabeling of the categories. The revised categories include

curriculum planning, teaching techniques, location of instructional materials, administration, motivation and development of student interests. A four-point scale was then utilized to determine the degree of seriousness of each problem-item. An evaluation of "1" indicated an unimportant problem; "2" indicated a problem of some importance; "3" indicated a very important problem; and "4" indicated a critical problem.

A panel of five music educators experienced with General Music in inner city schools was selected to review the second draft of the questionnaire. The panel consisted of: Flavis Evenson, Instructional Advisor for areas A, B, C, of the Los Angeles Unified School District; Annie Bishop, teacher of General Music at Bethune Junior High School in Los Angeles; Esther Cleaver, Coordinator of Vocal Music for the Compton Unified School District; Albert McNeil, Professor of Music Education at the University of California at Davis; Rosemarie Cook, Music Consultant for area E of the Los Angeles Unified School District.

The categories were reworded and problem-items were added as a result of suggestions from the panel of experts. It was then assumed that the instrument had content validity.

The final form of the questionnaire was distributed to a sample of teachers of General Music in non-Title I schools of Compton in a pilot run. The sample was considered appropriate because of the similarities of the student population in Title I and non-Title I schools of Compton. Results of the pilot did not indicate any problems. Respondents to the pilot were given instructions similar to those in the final sample. They were requested to indicate with a check under the yes or no columns to indicate if the item was a problem in their teaching situation. The items indicated as problems were to be evaluated on a scale of "1" unimportant to "4" critical.

Selection of Respondents

In order to select the most accessible sample, it was decided to limit the geographic area of the study to Los Angeles County.

Junior high schools in Los Angeles County receiving Title I ESEA funds were identified through the use of the Directory of the Compensatory Educational Programs of Los Angeles County California. Telephone calls were made to music supervisors, curriculum directors, and school principals to determine if a course in General Music was offered in grades 7 through 9. Twenty-eight of thirty-one eligible junior high schools confirmed the offering of a course in General Music.

Distribution of the Questionnaire

There was a difference in the distribution of the questionnaire between teachers in the Los Angeles Unified School District and the other schools in the sample. The writer was able to obtain the names of the teachers of General Music in all eligible junior high schools with the exception of those in the Los Angeles Unified School District. These teachers were identified by school administrators of the district. A limitation imposed by the Committee of Research Studies of the Los Angeles Unified School District to guard the anonymity of the respondents, required that the writer request the cooperation of the school principals in the selected schools. Consequently, the following procedure was utilized for the distribution of the questionnaire. Questionnaires were mailed directly to teachers of General Music in Title I junior high schools of Compton, El Monte, La Puente, Monrovia, and Lake Hughes. But, letters requesting cooperation were sent to the principals of eligible junior high schools in the Los Angeles Unified School District. The letter of cooperation was accompanied by a letter of District authorization, three

questionnaires, and a postcard. All principals were requested to write the number of teachers of General Music on the staff on the postcard and to return it. Seventeen of the nineteen principals returned the card. The other two were contacted by telephone for the information. The principals then distributed the questionnaire to staff members engaged in the teaching of General Music.

Fifty teachers of General Music were identified. Twenty questionnaires, forty percent, were returned by December 20, 1975. Telephone and letter follow-up yielded ten more questionnaires by February 1st, 1976. The writer visited some of the teachers during the week of April 20, 1976 and obtained ten more responses. The total return of forty questionnaires, representing a return of eighty percent, was obtained. Thirty-eight, or seventy-six percent, of the returns were usable.

Treatment of the Data

The frequency of responses was recorded for the yes and no responses to each problem item of the questionnaire. All frequencies were converted to percentages. Problems were ranked for each category of the questionnaire according to the percentage of respondents identifying the item as a problem of inner city junior high school General Music. An item was considered a significant problem when identified by seventy-five percent or more of the teachers.

Teacher perception of the seriousness of a problem was determined by the frequency of response for each degree of the scale. All frequencies were converted to percentages. Problems were rated serious when seventy-five percent of the teachers identified them as very important or critical.

Problems considered significant and serious were selected for further study.

Results

All items under the category of curriculum planning were considered problems by a range of thirty-seven percent to ninety-two percent of the respondents. Table 1 indicates the frequency of response to each of the items. Teacher concern with problem-items three and seven indicate that planning instruction and selecting teaching techniques for students with reading and writing disabilities are significant problems of teachers of General Music in inner city junior high schools. Response to item ten seems to suggest that heterogeneous groupings of students is also a significant problem for these teachers.

TABLE 1

PROBLEMS OF CURRICULUM PLANNING
(N=38)
Frequency of Response

	Yes		No		No Response	
	#	%	#	%	#	%
1. Planning a course for a transient student population	21	55	15	40	2	5
2. Determining course objective for a transient student population	20	53	16	42	2	5
3. Planning a curriculum for students with reading and writing disabilities	34	89	4	11	0	0
4. Selecting subject content	20	53	18	47	0	0
5. Organizing teaching-learning units	20	53	15	39	3	8
6. Determining the sequence of teaching-learning units	16	42	20	53	2	5
7. Selecting teaching techniques for students with reading & writing disabilities	35	92	3	8	0	0
8. Selecting teaching techniques	20	53	17	45	1	2
9. Organizing tonettes & recorder classes	14	37	23	61	1	2
10. Planning for groups with a wide range of ability levels	26	68	9	24	3	8

Table 2 indicates the severity of curriculum planning problems--as perceived by the teachers of General Music in inner city junior high schools. Items three and ten were regarded as serious. Item three was the only problem of this category to be rated both significant and serious.

Individual respondents wrote in the following problem items on curriculum planning which were regarded as critical: "problems in organizing basics because of no prior music experience in grades one through six;" "selecting teaching techniques for students with discipline and self control problems;" "relating

TABLE 2

SEVERITY OF PROBLEMS OF CURRICULUM PLANNING
Frequency of Response

		N	Unimportant		Of some Importance		Very Important		Critical		No Evaluation	
			#	%	#	%	#	%	#	%	#	%
1.	Planning a course for a transient student population	21	0	0	9	43	6	28	5	24	1	5
2.	Determining course objectives for a transient student population	20	0	0	8	40	8	40	4	20	0	0
3.	Planning a curriculum for students with reading & writing disabilities	34	2	6	3	9	15	44	14	41	0	0
4.	Selecting subject content	20	0	0	4	20	14	70	2	10	0	0
5.	Organizing teaching-learning units	20	1	5	6	30	11	55	2	10	0	0
6.	Determining the sequence of teaching-learning units	16	0	0	4	25	9	56	1	6	2	13
7.	Selecting teaching techniques for students with reading & writing disabilities	35	0	0	9	26	12	36	13	37	1	3
8.	Selecting teaching techniques	20	0	0	9	45	8	40	3	15	0	0
9.	Organizing tonettes & recorder classes.	14	1	7	6	43	4	29	3	21	0	0
10.	Planning for groups with a wide range of ability levels.	26	0	0	3	11	9	35	14	54	0	0

music to ethnic backgrounds along with teenage music of today;" "planning for groups with a very high absence rate, and planning for students whose 'retention from day-to-day is very minimal.'"

All items under the category of locating materials were considered problems by a range of thirty-four to seventy-six percent of the respondents. Table 3 indicates the frequency of response to each of the items in this category. Item one was the only item in this category rated a significant problem by the respondents.

TABLE 3

PROBLEMS IN LOCATING MATERIALS
(N=38)
Frequency of Response

	Yes		No		No Response	
	#	%	#	%	#	%
1. Locating music textbooks appropriate to reading level.	29	76	8	21	1	3
2. Locating recordings of Afro-American music (e.g., spirituals).	15	39	22	58	1	3
3. Locating recordings of "art" music by Afro-American composers.	20	52	17	45	1	3
4. Locating printed "art" music by Afro-American composers.	23	60	13	34	2	6
5. Locating recordings of Latin-American popular music.	15	39	21	55	2	6
6. Locating recordings of Latin-American folk music.	15	39	22	58	1	3
7. Locating recordings of "art" music by Latin-American composers.	20	52	17	45	1	3
8. Locating recordings of Mexican folk music.	15	39	22	58	1	3
9. Locating recordings of "art" music by Mexican composers.	21	55	16	42	1	3
10. Locating printed "art" music by Mexican composers.	24	63	13	34	1	3

(Continued on page 28)

TABLE 3, CONTINUED

PROBLEMS IN LOCATING MATERIALS
(N=38)
Frequency of Response

		Yes		No		No Response	
		#	%	#	%	#	%
11.	Selecting appropriate materials for tonettes and recorder classes.	13	24	22	58	3	8
12.	Locating printed "art" music by Latin-American composers.	19	50	17	45	2	5
13.	Locating texts containing comprehensive units on Afro-American music.	19	50	13	34	6	16
14.	Locating texts containing comprehensive units on Latin-American music.	20	53	12	31	6	16
15.	Locating recordings of Far Eastern folk music.	11	29	17	45	10	26
16.	Locating texts containing comprehensive units on Far Eastern folk music.	15	39	14	37	9	24

Table 4 indicates the severity of the problems of locating materials. Item one was the only problem to be rated serious in this category. This item was rated both significant and serious.

All items under the category of teaching techniques were considered problems by a range of thirty-nine to sixty-eight percent of the respondents. Table 5 indicates the frequency of response to each of the items in this category.

TABLE 4

SEVERITY OF PROBLEMS LOCATING MATERIALS

Frequency of Response

		Unimportant		Of some Importance		Very Important		Critical		No Evaluation	
	N	#	%	#	%	#	%	#	%	#	%
1. Locating music texts appropriate to reading level.	29	0	0	3	10	14	48	10	2	7	
2. Locating recordings of Afro-American music (e.g., spirituals).	15	1	7	4	27	7	46		20	0	0
3. Locating recordings of "art" music by Afro-American composers.	20	2	10	6	30	7	35	4	20	1	5
4. Locating printed "art" music by Afro-American composers.	23	5	22	3	13	10	44	4	17	1	4
5. Locating recordings of Latin-American popular music.	15	2	13	4	27	5	33	4	27	0	0
6. Locating recordings of Latin-American folk music.	15	2	13	4	27	5	33	4	27	0	0
7. Locating recordings of "art" music by Latin-American composers.	20	2	10	7	35	7	35	3	15	1	5
8. Locating recordings of Mexican folk music.	15	0	0	5	34	5	33	5	33	0	0
9. Locating recordings of "art" music by Mexican composers.	21	1	5	9	42	5	24	5	24	1	5
10. Locating printed "art" music by Mexican composers.	24	1	4	9	38	6	25	6	25	2	8
11. Selecting appropriate materials for tonettes and recorder classes.	13	1	8	4	31	5	38	3	23	0	0
12. Locating printed "art" music by Latin-American composers.	19	2	11	14	21	9	47	4	21	0	0
13. Locating texts containing comprehensive units on Afro-American music.	19	1	5	3	16	10	53	1	5	4	21
14. Locating texts containing comprehensive units on Latin-American music.	20	1	5	3	15	7	35	3	15	6	30
15. Locating recordings of Far Eastern folk music.	11	2	19	2	18	5	45	2	18	0	0
16. Locating texts containing comprehensive units on Far Eastern folk music.	15	2	13	2	13	7	47	2	13	2	14

TABLE 5

PROBLEMS IN TEACHING TECHNIQUES
(N=38)
Frequency of Response

	Yes		No		No Response	
	#	%	#	%	#	%
1. Demonstrating relationships between popular music and "art" music.	20	53	16	42	2	5
2. Demonstrating musical concepts through the study of popular music.	21	55	14	37	3	8
3. Demonstrating musical concepts through the study of traditional western "art" music.	18	47	16	42	4	11
4. Demonstrating musical concepts through the study of jazz.	16	42	15	40	7	18
5. Demonstrating musical concepts through the study of Afro-American folk music (e.g., gospel).	15	39	20	53	3	8
6. Utilizing teaching techniques other than lectures.	18	47	17	45	3	8
7. Individualizing instruction in large classes.	30	79	5	13	3	8
8. Determining methodology for teaching music reading.	21	55	15	40	2	5
9. Obtaining part-singing from students with no prior part-singing experience.	26	68	9	24	3	8
10. Demonstrating musical concepts through the study of Latin-American music.	17	45	15	39	6	8
11. Demonstrating musical concepts through the study of Mexican folk music.	18	47	14	37	6	16
12. Demonstrating musical concepts through the study of Far Eastern folk music.	15	39	17	45	6	16

Table 6 indicates the severity of the problems in selecting and utilizing teaching techniques. Items two, eight, and nine were considered serious problems.

Item seven was the only problem in this category to be rated both significant and serious.

TABLE 6

SEVERITY OF PROBLEMS IN TEACHING TECHNIQUES

		Frequency of Response											
			Unimportant		Of some Importance		Very Important		Critical		No Evaluation	
		N	#	%	#	%	#	%	#	%	#	%
1.	Demonstrating relationships between popular music and "art" music.	20	1	5	8	40	4	20	6	30	1	5
2.	Demonstrating musical concepts through the study of popular music.	21	0	0	3	14	11	52	5	24	2	10
3.	Demonstrating musical concepts through the study of traditional western "art" music.	18	1	6	6	33	8	44	3	17	0	0
4.	Demonstrating musical concepts through the study of jazz.	16	1	6	3	19	6	38	5	31	1	6
5.	Demonstrating musical concepts through the study of Afro-American folk music (e.g., gospel).	15	0	0	5	33	7	47	3	20	0	0
6.	Utilizing teaching techniques other than lectures.	18	2	11	5	28	6	33	4	22	1	6
7.	Individualizing instruction in large classes.	30	1	4	3	10	6	20	16	53	4	13
8.	Determining metholodogy for teaching music reading.	21	2	9	3	14	6	29	10	48	0	0
9.	Obtaining part-singing from students with no prior part-singing experience.	26	2	8	2	8	8	31	12	46	2	8
10.	Demonstrating musical concepts through the study of Latin-American music.	17	2	12	5	29	7	41	3	18	0	0
11.	Demonstrating musical concepts through the study of Mexican folk music.	18	2	11	5	28	9	50	2	11	0	0
12.	Demonstrating musical concept through the study of Far Eastern folk music.	15	2	13	2	13	6	40	5	34	0	0

Table 7 indicates the problems with the school administration. None of the items in this category were rated a significant problem. A high percentage of the respondents indicated concern with class sizes below thirty-one students.

TABLE 7

PROBLEMS WITH SCHOOL ADMINISTRATION
(N=38)
Frequency of Response

		Yes		No		No Response	
		#	%	#	%	#	%
1.	Communicating class objectives to school administrators.	12	32	24	63	2	5
2.	Discouraging administrators use of the General Music class as a "refuge" for problem students.	24	63	14	37	0	0
3.	Obtaining improved physical facilities.	26	68	11	29	1	3
4.	Obtaining class sizes under thirty-one students.	28	74	10	26	0	0

The severity of problems with school administration is indicated in Table 8. Items one, and four were rated serious.

TABLE 8

SEVERITY OF PROBLEMS WITH SCHOOL ADMINISTRATION
Frequency of Response

			Unimportant		Of some Importance		Very Important		Critical		No Evaluation	
		N	#	%	#	%	#	%	#	%	#	%
1.	Communicating class objectives to school administrators.	12	0	0	2	17	4	33	6	50	0	0
2.	Discouraging administrators use of the General Music class as a "refuge" for problem students.	24	1	4	4	17	4	17	13	54	2	8
3.	Obtaining improved physical facilities.	26	1	4	3	12	8	31	10	38	4	15
4.	Obtaining class sizes under thirty-one students.	28	2	7	0	0	5	18	18	64	3	11

All items under the category of motivating and developing student interests were considered significant problems by the respondents. Table 9 indicates the frequency of response to each of the items.

TABLE 9

PROBLEMS IN MOTIVATING & DEVELOPING STUDENT INTERESTS
(N=38)
Frequency of Response

	Yes		No		No Response	
	#	%	#	%	#	%
1. Developing student interest in musics other than rock music.	32	87	5	13	0	0
2. Developing student interest in musics other than commercially produced music.	31	81	6	16	1	3
3. Establishing and maintaining student attention through aural perception.	29	76	8	21	1	3

Table 10 indicates the severity of the problems in motivating and developing students' interests. All three items in this category were rated both significant and serious problems.

TABLE 10

SEVERITY OF PROBLEMS IN MOTIVATING & DEVELOPING STUDENT INTERESTS
Frequency of Response

		Unimportant		Of some Importance		Very Important		Critical		No Evaluation	
	N	#	%	#	%	#	%	#	%	#	%
1. Developing student interest in musics other than rock music.	33	2	6	5	15	7	21	18	55	1	3
2. Developing student interest in musics other than commerically produced music.	31	2	7	5	16	5	16	18	58	1	3
3. Establishing & maintaining student attention through aural perception.	29	2	7	3	10	12	41	11	38	1	4

Discussion of Findings

All thirty-eight problems of the questionnaire were considered as problems of some degree. The areas of most concern, teaching students with reading and writing disabilities, individualizing instruction, obtaining lower class sizes, and motivating students, are problems which music teachers have in common with teachers in other areas.

The significant and serious problems of General Music teachers in inner city junior high schools can be placed into two categories: (1) planning a music curriculum for students with reading and writing disabilities, and (2) developing student interests through aural perception. The following implications for teacher education presented derive from the literature reviewed for this study.

Planning a music curriculum for students with reading and writing disabilities is one of the problems of teachers of General Music within inner city junior high schools. Studies by Riessman, Metfessel, Taba and Elkins, Passow and Elliot, support the following recommendations for music teacher education. Teachers of General Music in inner city junior high schools should be able to:

1. determine the abilities, learning deficiencies, learning styles, and musical achievement of disadvantaged students;
2. utilize principles of learning related to pacing and providing positive reinforcement;
3. utilize various modes of instruction, and in particular, alternative modes to reading as a method of acquiring information.

The writings of Taba and Elkins emphasize the need for the first recommendation for teacher education. These authors recommended that there be a continuous process of diagnosis of the achievement and learning problems of the disadvantaged student. Interpretation of the information to be acquired in the diagnostic

process is beyond the scope of the music teacher's training. Teachers of General Music should be able to assess the musical achievement and abilities of disadvantaged students through the use of formal (e.g., Iowa Test of Musical Literacy) and informal diagnostic devices (e.g., observation and recording of performance). School psychologists and reading specialists should be consulted to secure information concerning the student's learning style and reading and writing problems. The information derived from the diagnosing process would assist the General Music teacher in individualizing instruction, in prescribing remedial procedures, and in beginning instruction at a level commensurate with the student's ability and achievement.

Knowledge concerning the disadvantaged student must be related to psychological principles which enable the teacher to design and implement instruction which facilitates and maximizes student learning. The observations of Metfessel, Riessman, and Passow and Elliot regarding the disadvantaged student's need for immediate gratification, his short attention span, and in his longer perseverance when involved in a single activity, suggests that teachers should be able to design educational materials and experiences which allow for a minimum of error and for frequent positive reinforcement of the student. Programmed instructional materials, for example, could probably be used successfully with disadvantaged students. Programmed instruction allows the students to focus on a single concept or activity while providing them frequently with positive reinforcement.

Teachers of General Music for inner city junior high schools should be able to integrate the knowledge of psychological principles of learning with the use of a variety of instructional modes. Results of the study indicate that teachers consider planning for students with reading and writing disabilities and locating music texts appropriate to the reading level of the student population to be

serious and significant problems. Several teachers who responded to the questionnaire used in this study indicated that this situation made them eliminate all assignments which require reading. Taba and Elkins recommended that disadvantaged students be given the opportunity to learn concepts by a variety of instructional modes, partly because of the variety of their individual learning styles, and also because of the oral and written communication deficiencies of the disadvantaged students. The research of Metfessel, which validated several prior conclusions regarding the disadvantaged students' characteristics, has indicated that these students are more responsive to inductive approaches, motoric and concrete-type learning experiences. The auditory and visual discrimination problems of these students suggest that reading remediation should be a prime concern of the schools' general programs, that alternatives which can be more productive than reading be utilized to teach the basic concepts of the subject area. General Music teachers for inner city junior high schools should be skilled in the use of a wide repertoire of instructional modes, especially those in which the student is provided with inductive ways of attaining the necessary concepts. The teacher of the disadvantaged students must be able to provide them with learning experiences which are practical and show immediate, concrete results, coupled with opportunities to respond more to visual and kinesthetic signals than oral and written stimuli. Contemporary creative approaches to music teaching, such as the Manhattanville Music Curriculum Program, emphasize student learning experiences which are inductive, concrete, and kinesthetic. These approaches focus on learning strategies which could probably be used successfully with disadvantaged students.

Music, as an aural art, depends largely on the sense of aural perception. Auditory perception is, and should remain one of the principal modes of instruction in General Music. Participants in the study, however, indicated that

motivation problems in the General Music class include developing and maintaining student interests in musics other than commercially produced music. The recommendations for teacher education programs to assist teachers in solving this problem are tentative. As indicated by Schneider, research in this area is lacking. But, the clues developed from research on musical preference seemingly suggest that teachers of General Music courses should be knowledgeable of the socioeconomic-cultural environment of the inner city community, and of the preferred musical idioms and performers of this community. Teachers of General Music, for example, may be able to develop this cultural, sociological, and psychological understanding through experiences at social and religious gatherings in the inner city.

Meadows has suggested that there is a relationship between race, socioeconomic status, musical experience, and geographical location on the development of musical preference. General Music teachers' knowledge of the place of music in the disadvantaged student's culture, the musical activities of the inner city community, and the preferred musical idioms and performers should be utilized to prepare an attractive learning environment, and in selecting music literature for the class. The use of musical literature and idioms familiar to the student can constitute a beginning point of reference and motivation before introducing unfamiliar musical literature and idioms to disadvantaged students.

There is some indication (Medlin) that the musical preferences of seventh graders can be influenced by familiarity with the music played in class. General Music teachers should be cognizant of the ways that repetition of music can influence the junior high school student's attitudes and preferences in musical matters.

Summary, Conclusions, and Recommendations

There has been an expanded and growing activity in the development of teacher training programs and experiences for teachers of disadvantaged youth in urban America during the past decade. The absence of any well documented objective and comprehensive evaluation of these programs leave their value still to be proven. Teacher training institutions seemingly have not allowed these special teacher training programs such as the Teacher Corps and the NDEA Institutes to influence the regular teacher education programs. Cruickshank and Leonard have explained that teacher training institutions' reluctance to modify the regular training programs and to incorporate concerns for teaching disadvantaged youth is due in part to the lack of a valid data base upon which to design, implement, and evaluate teacher training programs for urban teachers.

Studies of the specific and real problems of teachers can provide data supportive of new curricula and curriculum materials for use in preparing teachers to work with disadvantaged youth within inner city schools.

Purposes. The three major purposes of this study were: (1) to identify teacher-perceived problems of General Music in inner city junior high schools of Los Angeles County; (2) to determine the severity of the problems of teaching General Music in inner city junior high schools of Los Angeles County; and (3) to make recommendations for the education of teachers of General Music.

Procedures. A preliminary questionnaire was developed from problem-items submitted by General Music teachers in inner city junior high schools of Los Angeles County, California; San Diego, California; and Chicago, Illinois; and from interviews conducted with music teachers and supervisors involved with inner city schools. The problem-items were placed into five categories: problems of curriculum planning, problems teaching techniques, problems in

locating materials, problems in developing student interests and motivation, and problems with school administration. The revised questionnaire was reviewed by a selected panel who is familiar with music teaching in inner city schools. The final form of the questionnaire was pre-tested with a selected sample of General Music teachers in inner city junior high schools.

A second review of the literature was conducted on selected problems regarded as serious and significant by respondents to the questionnaire. The data obtained from this review contributed to the recommendations and conclusions of the study.

Findings. All the items of the questionnaire were regarded as problems by the respondents. The following items were rated significant and serious problems: planning a curriculum for students with reading and writing disabilities; locating music textbooks appropriate to the reading level of the students; individualizing instruction; developing student interests in music other than commercially produced music; and establishing and maintaining student attention through aural perception.

Conclusions

1. Teachers of General Music in inner city junior high schools of Los Angeles County have serious problems in:
   a. planning and implementing instruction for students with reading i writing disabilities;
   b. developing student interests and maintaining student attention to musical styles which are unfamiliar to the student.
2. Teachers of General Music in inner city junior high schools of Los Angeles County have instructional problems common to other instructional areas (e.g., class size, individualization of instruction).

3. Teachers of General Music in junior high schools should be able to:
   a. determine the abilities, learning deficiencies, learning styles, and musical achievement of disadvantaged students;
   b. utilize principles of learning related to pacing and providing positive reinforcement to the students;
   c. utilize various modes of instruction, and in particular, alternatives to reading as a method of acquiring information.
4. Teachers of General Music in inner city junior high schools should be knowledgeable of the socioeconomic-cultural environment of the inner city community and of the preferred musical idioms and performers of this community.
5. Teachers of General Music in inner city junior high schools should be cognizant of the ways that the repetition of musical compositions can influence students' attitudes and preferences in musical matters.

General Recommendations

1. Ungraded and varying-level reading level music textbooks should be developed by the school districts of Los Angeles County for inner city junior high schools.
2. General Music programs for inner city junior high schools should focus on contemporary creative approaches (e.g., Manhattanville Music Curriculum Project) which aim at developing musical understanding and perception by providing opportunities for students to create and perform music, and to listen to music, while requiring little or no reading ability.

Recommendations for Teacher Education

Based on the review of the literature and the significant and serious problems of General Music in inner city junior high schools of Los Angeles County,

the following recommendations were formulated:

1. Teachers of General Music for inner city junior high schools should be prepared to determine the learning styles and musical achievement and abilities of disadvantaged students.
2. Teachers of General Music for inner city junior high schools should be prepared to utilize principles of learning related to the pacing of instruction, and to provide positive reinforcement to the students.
3. Teachers of General Music for inner city junior high schools should be prepared to utilize various instructional modes, and in particular, alternatives to the reading mode of instruction.
4. Teachers of General Music in inner city junior high schools should be required to develop in-depth cultural, sociological, and psychological understandings of disadvantaged students.

Recommendations for Further Study

Results of the review of the literature for this study seem to indicate the following areas as needed areas of study:

1. Research into methods and materials which are or could be successful with disadvantaged students in General Music classes.
2. Research related to effective techniques of establishing and maintaining student attention through aural perception in music.
3. A broadening of the scope of the present study to include other types and categories of teacher perceived problems of General Music in inner city junior high schools.
4. Research comparing the problems of General Music teachers in inner city junior high schools and those in other urban and suburban areas to determine which are unique and which are common to all.

BIBLIOGRAPHY

Ausubel, David P. The effects of cultural deprivation on learning patterns. In Staten Webster (Ed.), The disadvantaged learner. San Francisco: Chandler Publishing Co., 1966.

Bergeson, J. B., & Miller, G. S. (Eds.) Learning activities for disadvantaged children. New York: Macmillan, 1971.

Black, Millard H. Characteristics of the culturally disadvantaged child. In J. B. Bergeson & G. S. Miller (Eds.), Learning activities for disadvantaged children. New York: Macmillan, 1971.

Bowman, Garda, & Klopf, Gordon. Teacher education in a social context. New York: Mental Health Materials Center, 1966.

Cady, Henry (Ed.) Music in the inner city school. Vol. IV. Current issues in music education. Columbus, Ohio: The Ohio State University, 1968.

Choate, Robert (Ed.) Documentary report of the Tanglewood Symposium. Washington, D. C.: Music Educators National Conference, 1969.

Clark, S. L. Designs for programs of teacher education. In B. O. Smith (Ed.), Research in teacher education: a symposium. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Compensatory Education Coalition. Directory of the Compensatory Education Programs of Los Angeles County California. Downey, California: Office of the Los Angeles County Superintendent of Schools, 1974.

Cruickshank, Donald, & Leonard, James. The identification and analysis of perceived problems of teachers in inner city schools. Occasional Paper One, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. U. S. Educational Resources Information Center, ERIC Document ED 026 335, 1967.

Cyphert, Frederick R., & Spaights, Ernest (Eds.) An analysis and projection of research in teacher education. U. S. Educational Resources Information Center, ERIC Document ED 003 399, 1964.

Denemark, George (Ed.) Criteria for curriculum decisions in teacher education. Washington: Association for Supervision and Curriculum Development, 1963.

Elkins, Deborah. Teaching and learning strategies for disadvantaged youth. In A. Harry Passow (Ed.), Developing programs for the educationally disadvantaged. New York: Teachers College Press, 1968.

Goldberg, Miriam L. Factors affecting educational attainment in depressed urban areas. In A. Harry Passow, Miriam Goldberg, & Abraham Tannenbaum (Eds.), Education for the disadvantaged: a book of readings. New York: Holt, Rinehart and Winston, Inc., 1967.

Goldberg, Miriam L. Methods and materials for educationally disadvantaged youth. In A. Harry Passow, Miriam Goldberg, & Abraham Tannenbaum (Eds.), Education of the disadvantaged: a book of readings. New York: Holt, Rinehart, and Winston, Inc., 1967.

Graham, Richard (Ed.) Music for the exceptional child. Virginia: Music Educators National Conference, 1975.

Grothberg, Edith. Learning disabilities and remediation in disadvantaged children. In John Bergeson & George Miller (Eds.), Learning activities for disadvantaged children. New York: Macmillan, 1971.

Hyram, George. Challenge to society: socio-psychological concepts relating to teaching the culturally disadvantaged. New York: Pageant-Poseidon, 1972.

Kvarceus, Newton. Programs for the disadvantaged: promise or pretense? In J. B. Bergeson & G. S. Miller (Eds.), Learning activities for disadvantaged children. New York: Macmillan, 1971.

Metfessel, Newton. Conclusions from previous research findings which were validated by the research and evaluation conducted by the staff of Project Potential. Unpublished research, University of Southern California, 1964.

Miller, Harry, and Woock, Roger. Social foundations of urban education. Hinsdale, Illinois: The Dryden Press, 1973.

Passow, A. Harry, & Elliot, David L. The disadvantaged in depressed areas. In Paul Witty (Ed.), The educationally retarded and disadvantaged, Part I. Chicago: University of Chicago Press, 1967.

Passow, A. Harry, Goldberg, Miriam, & Tannenbaum, Abraham. Education of the disadvantaged: a book of readings. New York: Holt, Rinehart and Winston, 1967.

Riesman, Frank. The slow gifted child. In Staten Webster (Ed.), The disadvantaged learner. San Francisco: Chandler Publishing Co., 1966.

Riesman, Frank. The strategy of style. In A. Harry Passow, Miriam Goldberg & Abraham Tannenbaum (Eds.), Education of the disadvantaged. New York: Holt, Rinehart and Winston, 1967.

Rosenshine, Barak, & Furst, Norma. Research in teacher performance criteria. In B. O. Smith (Ed.), Research in teacher education: a symposium. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Schneider, Erwin. Music education. In R. L. Ebel (Ed.), Encyclopaedia of educational research. New York: Macmillan, 1969.

Schneider, Erwin, & Cady, Henry. Evaluation and synthesis of research studies relating to music education. U. S. Educational Resources Information Center, 1966. (ERIC Document No. ED 010 298)

Smith, B. O., 7 Meux, Milton. Status of research in teacher education: problems, analysis and criticism. In Frederick Cyphert & Ernest Spaights (Eds.), An analysis and projection of research in teacher education. U. S. Educational Resources Information Center, 1964. (ERIC Document No. ED 003 399)

Smith, B. O., Cohen, Saul, & Pearl, Arthur. Teachers for the real world. Washington: American Association of Colleges for Teacher Education, 1969.

Smith, B. O. (Ed.) Research in teacher education: a symposium. Englewood Cliffs, New Jersey: Prentice-Hall, 1971.

Taba, Hilda, & Elkins, Deborah. Teaching strategies for the culturally disadvantaged. Chicago: Rand McNally and Co., 1966.

Webster, Staten. Suggested strategy for teaching socially disadvantaged learners. In Staten webster (Ed.), The disadvantaged learner. San Francisco: Chandler Publishing Co., 1966.

Welsbacher, Betty. Music for the learning disabled. In Richard Graham (Ed.), Music for the exceptional child. Virginia: Music Educators National Conference, 1975.

Periodicals

Andrews, Frances. The preparation of music educators for the culturally disadvantaged. Music Educators Journal, LIII (February, 1967), 42-44.

Bradley, Ian L. Repetition as a factor in the development of musical preferences. Journal of research in music education, XIX (Fall, 1971), 295-298.

Farrel, Dorothea Martin, & Michel, Donald. Music and self-esteem: disadvantaged problem boys in an all-Black elementary school. Journal of research in music education, XXI (Spring, 1973), 80-84.

Gordon, Erwin. First year results of a five-year longitudinal study of the musical achievement of culturally disadvantaged students. Journal of research in music education, XX (Fall, 1970), 195-213.

Gordon, Erwin. Third year results of a five-year longitudinal study of the musical achievement of culturally disadvantaged students. Journal of research in music education, XX (Summer, 1972), 220-221.

Klotman, Robert. The preparation of public school music teachers for the inner city child. Michigan music educator, XV (October, 1968), 6-7.

Recommendations for Teacher Education Programs. Music educators journal, LVI (January, 1970), 105-111.

Young, William T. Musical development in pre-school disadvantaged children. Journal of research in music education, XXII (Fall, 1974), 155-169.

Unpublished Materials

Buehning, Walter Pirie. Critical incidents and their use in the education of music teachers. Unpublished D.M.A. dissertation, University of Oregon, 1971.

Christensen, Lorn E. An analysis of the problems of junior high school music teachers. Unpublished Ed.D. dissertation, University of Southern California, 1953.

Cook, Oliver George. New trends in secondary school General Music and implications for teacher education programs. Unpublished Ed.D. dissertation, Columbia University, 1970.

Evans, Jesse Gillette, Jr. The effect of especially designed listening experiences on junior high school students attitudes towards music. Unpublished Ph.D. dissertation, Indiana University, 1965.

Getz, Russell Paul. The influence of familiarity through repetition in determining optimum response of seventh-grade children to certain types of serious music. Unpublished Ed.D. dissertation, Pennsylvania State University, 1963.

Hill, John D. A study of the musical achievement of culturally deprived and culturally advantaged children at the elementary school level. Unpublished Ph.D. dissertation, University of Kansas, 1968.

Huenink, Kenneth J. Music appreciation study for culturally disadvantaged college students. Unpublished Ed.D. dissertation, The Florida State University, 1972.

Lee, Ronald Thomas. A study of teacher training experiences for prospective inner-city instrumental music teachers. Unpublished Ph.D. dissertation, The University of Michigan, 1970.

Meadows, Eddie Spencer. The relationship of music preference to certain cultural determiners. Unpublished Ph.D. dissertation, Michigan State University, 1970.

Medlin, Douglas. A critical review and synthesis of doctoral research in the methodology of music teaching. Unpublished Ed.D. dissertation, University of Illinois at Urbana-Champaign, 1972.

Nash, Louis Phillip. The enjoyment of music by junior high school students: their responses to five methods of presenting recorded music. Unpublished doctoral dissertation, University of California, 1962.

Prince, Warren F. Effects of guided listening employing analytical commentary on musical enjoyment of junior high school students. Unpublished D.M.A. dissertation, Stanford University, 1968.

Reid, Charles Robert. A study of the relative effectiveness of contrasted teaching styles in the development of a general music program for the culturally deprived. Unpublished Ed.D. dissertation, University of California at Berkeley, 1969.

Standifer, James Alfred. Effects on aesthetic sensitivity of a secondary general music course designed to develop perception of elements of musical expressiveness. Unpublished Ph.D. dissertation. Case Western University, 1966.

APPENDIX A

PROBLEMS REPORTED BY MORE THAN ONE-THIRD OF RESPONDENTS AS FREQUENT AND SEVERE

Problems of Disruptive or Disturbing Student Behavior

1. Finding satisfactory methods of disciplining children.
2. Dealing with children who want attention and will do anything to get it.
3. Handling children who won't obey teacher's directions or orders.
4. Getting children to keep clean and to take an interest in their personal appearance.
5. Dealing with children who do not care if they receive poor grades.
6. Handling children who misbehave when left unsupervised for short periods of time.
7. Helping children keep track of their school supplies and personal possessions.
8. Dealing with children not motivated to work.
9. Dealing with children who don't listen to, remember, or follow instructions.
10. Handling children unable to differentiate between fact and fantasy.
11. Handling children who refuse to do classwork, or find other ways to get out of it.
12. Dealing with children who rebel or deliberately try to upset the teacher.
13. Dealing with children who associate with other children who are a poor influence.

Problems of Student Home Conditions

1. Dealing with children who have limited or unsatisfactory experiences in the home.
2. Helping children who suffer from overcrowded, cramped home conditions.
3. Compensating for lack of materials in the home available for children to read or to use in doing homework or schoolwork.
4. Knowing what to do about children who have been mistreated at home.
5. Dealing with children who are upset by some home incident.
6. Dealing with children who come to school without proper food or sleep.

Problems of Parent-School Relationships

1. Helping parents who say that they can't control their children at home.
2. Dealing with parents who won't respond to report cards or requests for parent conferences.
3. Dealing with parents not interested in their children's school work.
4. Getting parents to cooperate on such matters as children's appearance, cleanliness, attendance, discipline, etc.

Problems of Working with the Exceptional Child

1. Helping emotionally retarded children.
2. Dealing with children who are extremely nervous or hypersensitive.
3. Dealing with children who have limited vocabulary and speech patterns.
4. Helping children who daydream most of the time.

Problems of Providing for Individual Differences

1. Working with children with reading difficulties.
2. Finding methods for teaching children unprepared for grade level work because of immaturity, lack of experience, or low ability.
3. Finding time for individual instruction.

Problems of Child-to-Child Relationships

1. Handling children who hit another for no obvious reason.
2. Dealing with children who are destructive of other children's property.
3. Helping children with social adjustment problems.

Problems of Building Skills in Independent Work

1. Getting children to do homework or classwork properly.
2. Helping children to work independently.

Problems of School Conditions

1. Dealing with classroom interruptions and disruptions of the normal schedule.

Problems of the Child Self and Self-Concept

1. Helping children to realize their own capabilities or limitations.

APPENDIX B

PROBLEMS OF JUNIOR HIGH SCHOOL GENERAL MUSIC

A Survey Prepared by

Roberto Alphonso Duncan

University of Southern California

INSTRUCTIONS

1. Write at least one problem of General Music under each category listed below. You may list more than one problem.
2. Write each problem in a "How to do something" form. (i.e., How to select band music for performance.)
3. Please add any category not listed which you feel is important.

I. CURRICULUM PLANNING

II. TEACHING TECHNIQUES

III. DEVELOPMENT OF STUDENT INTEREST AND MOTIVATION

IV. ADMINISTRATION

V. CLASSROOM MANAGEMENT

VI. INTERPERSONAL RELATIONSHIP (i.e., teacher-student, teacher-teacher, teacher-parents, teacher-administration)

VII. COMMENTS